

CTE Standards Unpacking
Restaurant Management/Culinary Arts II

Course: Restaurant Management/Culinary Arts II

Course Description: Students in Restaurant Management/Culinary Arts II expand upon entry level culinary skills needed for success in the foodservice industry or continuing education. Students train in industry-specific skills that can be used in all areas of the foodservice industry.

Career Cluster: Hospitality and Tourism

Prerequisites: Restaurant Management/Culinary Arts I

Program of Study Application: Restaurant Management/Culinary Arts II is a pathway course in the Hospitality and Tourism career cluster; Restaurant and Food Service Pathway.

INDICATOR #2RMCA 1: Students will exhibit professional practices to prepare for careers in the foodservice industry.		
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Create/update employment artifacts		
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Align employability skills to workplace professionalism		
Knowledge (Factual): -Cover letter -Basics professional portfolios -Professional habit such as: grooming, punctuality, continued professional development, teamwork, a self starter, etc.	Understand (Conceptual): -Individuals in the food industry are held to a high set of professional standards. -Building a professional portfolio is an important tool for marketing oneself in the food service industry. -Through experience, employees gain/improve workplace skills.	Do (Application): -Revise employment portfolio- may include but not limited to: a resume, industry certification, letters of recommendation, evidence of work skills) -Complete a work skills checklist. -Compare and contrast personal work skills to workplace professionalism.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Create a professional portfolio that would be used in seeking employment in the food service industry. Assess professional workplace skills in foodservice settings. 		

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA -LITERACY.W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Sample Performance Task Aligned to the Academic Standard(s): ELA -Students will create a portfolio describing their current skills in the food industry through written pieces and digital media.

INDICATOR #2RMCA 2: Students will demonstrate food and workplace safety and sanitation procedures.		
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Apply sanitation procedures to comply with health codes		
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Practice proper food handling techniques		
SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Apply safety procedures and correct workplace hazards to maintain a safe work environment		
Knowledge (Factual): -Health codes, sanitation procedures, safety procedures, workplace hazards, proper food handling techniques -Time & Temperature Control for Safety (TCS) -First in First Out (FIFO) -Hazard Analysis Critical Control Points (HACCP) -Occupational Safety and Health Administration (OSHA) - laws & regulation	Understand (Conceptual): -The food handler is responsible for the safety of food products. -If health codes are not followed, people could get sick or injured. -Practicing workplace safety prevents accidents.	Do (Application): -Store foods using proper storage methods -Test foods for proper preparation and holding temperatures -Record data as required for HACCP plan -Label and date prepared foods. -Rotate inventory and organize food storage -Assess workplace safety and take corrective actions as needed.

-Food, Acidity, Time, Temperature, Oxygen, and Moisture (FAT TOM)		
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Utilize a HACCP plan and adjust at critical control points to ensure safety of food Demonstrate proper food handling and workplace safety procedures Present supporting evidence to justify food handling techniques and workplace safety procedures used in food service 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA -LITERACY.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	Sample Performance Task Aligned to the Academic Standard(s): ELA -Read safety guidelines and examine a lab environment to identify pieces of a dangerous kitchen scenario. Reflect on the safety violations either as a class or in a small group setting.	

INDICATOR #2RMCA 3: Students will demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Apply menu planning principles to develop and modify menus
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Complete requisitions for food, equipment and supplies to meet production requirements
SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning
SUB-INDICATOR 3.4 (Webb Level: 4 Extended Thinking): Design a variety of menu layouts, themes, and design styles
SUB-INDICATOR 3.5 (Webb Level: 2 Skill/Concept): Explore nutritional needs and their significance to the foodservice industry
SUB-INDICATOR 3.6 (Webb Level: 2 Skill/Concept): Explore emerging trends in the foodservice industry

<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Principles of menu planning -Purchasing procedures -Measurement -Portion control -Conversions -Food cost analysis and control -Menu terminology -Menu pricing -Unit cost -Dietary Guidelines for Americans -MyPlate -Types of diets -Special dietary needs 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -When planning a menu, one should consider costs, portion control, and availability of supplies. -Changing health concerns impact the food choices people make. -Emerging food trends are a reflection of cultural and societal changes in the food service industry.. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Create different types of menus using a variety of layouts, themes and design styles. -Fill out a grocery order for a specific menu -Cost out menu items -Identify options for controlling food costs for a specific menu -Identify the nutritional needs of a client -Research emerging trends in the food service industry.
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Plan and prepare a menu utilizing food costing and portion control. • Apply nutritional standards when developing a menu for a chosen client. • Create a presentation and menu to reflect an emerging trend in food service. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p>	

<p>ELA -LITERACY.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Mathematics -HSA.REI.B.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>-HSN.Q.A.3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	<p>ELA -Students will write menu item descriptions using language intended to inform and persuade a customer to purchase the dish.</p> <p>Mathematics -Calculate the lowest possible menu price that will result in a profit. Determine a reasonable price based on the calculation.</p> <p>-Determine an appropriate unit of measurement for proper portion control. Find a range of acceptable error in under or over serving a portion of food.</p>
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<p>INDICATOR #2RMCA 4: Students will demonstrate professional food preparation methods and techniques for menu categories to produce food products that meet customer needs.</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Apply <i>mise en place</i> (the concept of everything in its place) through practice</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Execute knife cuts</p>		
<p>SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Select appropriate cooking techniques</p>		
<p>SUB-INDICATOR 4.4 (Webb Level: 4 Extended Thinking): Evaluate fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of foods</p>		
<p>SUB-INDICATOR 4.5 (Webb Level: 4 Extended Thinking): Prepare food products using professional techniques</p>		
<p>SUB-INDICATOR 4.6 (Webb Level: 4 Extended Thinking): Demonstrate professional plating, garnishing, and food presentation techniques</p>		
<p>Knowledge (Factual): -Mise en place</p>	<p>Understand (Conceptual): -Mise en place ensures a recipe is executed successfully.</p>	<p>Do (Application): -Defend the use of mise en place in food preparation</p>

-Knife cuts (to include, but not limited to: batonnet, dice, julienne, brunoise, mince)	-Correct and consistent knife cuts result in a higher quality product.	- Utilize correct knife cuts for the given food preparation
-Food handling	-The end product is the result of proper execution of the chosen cooking method.	-Apply correct cooking methods to a given product
-Food preparation methods	-Foods that are properly plated and garnished are visually appealing.	-Critique plating, garnishing, and food presentation techniques
-Safe food handling		
-Food plating techniques and presentation		

Benchmarks:

Students will be assessed on their ability to:

- Choose and prepare a food item using mise en place, proper knife cuts, and food preparation techniques with limited supervision/instruction.
- Present supporting evidence to justify choices of techniques and methods used in the food preparation experience.
- Plate and garnish a given food product.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA

-LITERACY.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Sample Performance Task Aligned to the Academic Standard(s):

ELA

-Roleplay effective and an ineffective actions within the kitchen. Discuss as a group the importance of every person within a kitchen being effective and purposeful in their actions.

INDICATOR #2RMCA 5: Students will implement foodservice management skills, leadership functions, and marketing strategies.

SUB-INDICATOR 5.1 (Webb Level: 4 Extended Thinking): Apply management principles of the foodservice industry

SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Explore sustainability in the foodservice industry		
SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking): Implement team building strategies		
SUB-INDICATOR 5.4 (Webb Level: 2 Skill/Concept): Utilize interpersonal skills to resolve conflicts		
SUB-INDICATOR 5.5 (Webb Level: 4 Extended Thinking): Create a marketing plan		
Knowledge (Factual): -Management principles -Performance evaluations -Hiring practices -Sustainability -Team building strategies -Interpersonal skills -Conflict resolution -Facilities management -Front-of- House/Back-of-House -Marketing techniques -Target market	Understand (Conceptual): -Effective managers are skilled at planning, organizing, leading, and coordinating people, equipment, facilities and food. -Management responsibilities are divided into front-of-the-house and back-of-the house. -Practicing sustainability in food service is healthy for our environment.	Do (Application): -Participate in team building activities -Design a front-of-the-house/back-of-the-house organizational chart. -Apply positive conflict resolution skills. -Identify sustainability practices utilized in food service industry.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Create and implement a job chart with specific tasks for each member of a team when carrying out a lab. • Develop a marketing plan for a selected restaurant concept. • Record and evaluate sustainability practices used over a specific period of time. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):		Sample Performance Task Aligned to the Academic Standard(s):

<p>ELA</p> <p>-LITERACY.SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Science</p> <p>-HS-LS2-7 - Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>ELA</p> <p>-Students will research management techniques and present evidence that supports the importance of the chosen management technique.</p> <p>Science</p> <p>-Find a new trend in the food industry that has a positive impact on the environment. Discuss how this new trend benefits both the food industry and the environment.</p>
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Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.